DOCUMENT RESUME

ED 102 177 95 TM 004 146

TITLE IEA Six-Subject Survey Instruments: Word Knowledge Tests.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 17p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; College Bound Students; *Comparative Education; *Cross Cultural Studies; Elementary Education; Elementary School Students; Grade 12; High School Students; Junior High Schools; Junior High School Students; Secondary Education; *Tests; *Vocabulary

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three tests measuring word knowledge for student populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Some statistical information can be found in ED 084 503. (RC)

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The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
9 = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Word Knowledge Test

Data Bank Instrument Number E1SW

EM 004 146

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When the students have been seated, pass out the student booklets and ask the students to fill out Section IA. Check that every student has the correct booklet. Ask the students to fill in their names on the cover booklet. Ask the students to follow along silently as you read the directions from the front of the test booklet:

> In this test, words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words are nearly the same thing, or nearly the opposite thing, with respect to what they have in common.
>
> If you think the words have the same meaning, draw a ring around the 'S'.
>
> If you think the words have the opposite meaning, draw a ring around the 'O'.

Put the following example on the blackboard: hide low S O
Then say:

> The two words 'hide' and 'low' have quite a bit in common. However, they are nearly opposite in meaning. Therefore, you should draw a ring around the 'O' like this:

Draw a ring around the 'O' on the board. Then say:

> For each of the following pairs, draw a ring around the 'S' or the 'O'. You should attempt every item for which you think you have the answer, but do not guess if you have no idea of the answer.
>
> If you change your mind, you must erase the ring completely and then put a ring around your other choice. Are there any questions?

Answer any questions. Try to be sure that all students understand how they are to mark their answers. Continue to follow:

> You will have 12 minutes for this test. Work as quickly as you can, and do not waste time on words you do not know. Now turn over to the first page of booklet 2A and do the questions in Section A.

[illegible]

The basic procedure is to connect to the main cabling of the SAN fire-hazard during work per use as a series of operators.

Stage 1 [illegible] Remove fire hazardous [illegible]
[illegible] Use the fire alarm [illegible]
[illegible] Remove the fire [illegible]

Stage 2 [illegible] Stage 1 Remove fire hazardous [illegible]
[illegible] Stage 1 Remove the secure [illegible]
[illegible] Stage 1 Remove the hard [illegible]

These operators are available from [illegible]

The following scenario, Fire Issue operators have been duplicated to this application [illegible] to [illegible] [illegible] [illegible]

[illegible]

IEA/M3

Pop IV, p. 9-10

"In this test, words are given to you in pairs. You must decide whether the words have nearly the same meaning, or nearly the opposite meaning. If you think the words have the same meaning, blacken in the oval with a "+" in Section F of your answer card. If you think the words have the opposite meaning, blacken in the oval with an "o" in it.
Here is an example:"
Put the following example on the blackboard, like this:

high low + o

Then say:-
"The two words "high" and "low" both refer to height; however, they are nearly opposite in meaning. Therefore, you should blacken in the oval with the "o" in it, like this."
Fill in the oval with an "o", then say:-
"If you change your mind, remember you must erase your mark completely and then mark your other choice. Are there any questions?"
Answer any questions.
Continue as follows:-
"You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section F."

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For Stage 3 the same instrument was used with the following instructions:

IEA/M3/Stage 3

Pop IV, p. 40-41

Then ask the students to follow along as the directions for Section 1 are read aloud:

> In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the <u>same</u> thing or nearly the <u>opposite</u> thing with respect to what they have in common.
>
> If you think the words have the <u>same</u> meaning, blacken in the oval marked "+" on your answer card.
>
> If you think the words have the <u>opposite</u> meaning, blacken in the oval marked "0" on your answer card.
>
> Here is an example: high low + 0
>
> The two words "high" and "low" both refer to height. However, they are nearly <u>opposite</u> in meaning. Therefore you should blacken in the oval marked "0" on your answer card like this: + ●
>
> For each of the following pairs, blacken in either "+" or "0". You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.
>
> If you change your mind, remember you must erase your first answer completely and then mark your other choice. The answers for this test will be marked in Section F on your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to mark their answers. Then say:

> You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section 1.

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Word Knowledge Test

Directions

In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing, or nearly the opposite thing, with respect to what they have in common.

If you think the words have the same meaning, blacken in the oval marked "+" on your answer card.

If you think the words have the opposite meaning, blacken in the oval marked "0" on your answer card.

Here is an example:

high low + (0)

The two words "high" and "low" both refer to height. However, they are nearly opposite in meaning. Therefore you should blacken out the oval marked "0" on your answer card.

For each of the following pairs blacken in either the "+" or the "0". You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.

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